



## Curriculum Map 2024 - 2025 Primley Wood Nursery

Term	Autumn 1 7weeks	Autumn 2 7weeks	Spring 1 5weeks	Spring 2 6weeks	Summer 1 6weeks	Summer 2 6weeks
Possible Themes	People Who Help Us/Unique Me	Light and Dark/Celebrations	Houses and Homes	Transport	Plants and Growing	Cool Creatures
Key Calendar Events	International Day of Democracy National Poetry Day United Nations Day World Food Day	Road Safety Week Remembrance Day Human Rights Day	National Storytelling Week Big Garden Birdwatch Mental Health Week	Women's History Month World Poetry Day	Earth Day Saint George's Day One World Week VE Day	Clean Air Day
Whole School Events	Black History Month	Anti-Bullying Week Children in Need	Safer Internet Day	World Book Day Science Week Comic Relief Easter Fayre	Global Awareness Week	Sports Day Transition Events Summer Fayre
Trips/Visitors	Visits from key professions – dentist, doctor, firefighter	Posting Letters Santa Claus	Local Area walk	Bus/train trip	Local Garden Centre Visit/ Homebase	Trip to visit a farm
Parental Engagement	DEAR Stay and Play Rhyme Time/Phonics Event	DEAR Stay and Play Christmas Performance Bedtime Stories	DEAR Stay and Play Rhyme Time/Phonics Event	DEAR Stay and Play World Book Day Book Breakfast	DEAR Stay and Play Garden Party	DEAR Stay and Play Singing Showcase Graduation Party

### The Characteristics of Effective Learning

The Characteristics of Effective Learning describe behaviours children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all Areas of Learning and Development. (Birth To 5 Matters p.42)

<b>Playing &amp; Exploring:</b> <b>ENGAGEMENT</b> Finding out & exploring Playing with what they know Be willing to 'have a go'	<b>Active Learning:</b> <b>MOTIVATION</b> Being involved & concentrating Keep trying Enjoying achieving what they set out to do	<b>Creative and Critical Thinking:</b> <b>THINKING</b> Having their own ideas Making links Working with ideas
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<p><b>Core Texts 2 Year Olds (Penguins)</b></p>						
<p><b>Core Texts 3 Year Olds ( Wrens )</b></p>						
<p><b>Core Rhymes  Little Wandle Foundations for Phonics</b></p>	<p>Jack and Jill Miss Molly Had a Dolly Pat a Cake</p>	<p>Twinkl Twinkl Little Star The Grand Old Duke of York Hey Diddle Diddle Wind the Bobbin Up</p>	<p>Humpty Dumpty One Two Buckle My Shoe Hickory Dickory Dock</p>	<p>A Sailor Went to Sea Down at the Station Row Row Row your Boat The Wheels on the Bus</p>	<p>Mary Mary Quite Contrary Round and Round the Garden Ring a Ring a Roses</p>	<p>1,2,3,4,5 Once I caught a Fish Alive Baa Baa Black Sheep Incy Wincy Spider</p>

Prime Areas			
	For some children in Nursery (2-3 year olds) and the very youngest of 3 year olds, will be learning to...	Throughout the year children in Nursery (3-4 year olds) will be learning to...	Children who are ready for reception will be able to:
Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• Find ways to calm themselves, through being calmed and comforted by their key person.</li> <li>• Establish their sense of self.</li> <li>• Express preferences and decisions. They also try new things and start establishing their autonomy.</li> <li>• Engage with others through gestures, gaze and talk.</li> <li>• Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.</li> <li>• Find ways of managing transitions, for example from their parent to their key person.</li> <li>• Thrive as they develop self-assurance.</li> <li>• Look back as they walk away from their key person. Look for clues about how to respond to something interesting.</li> <li>• Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</li> <li>• Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.</li> <li>• Feel strong enough to express a range of emotions.</li> <li>• Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.</li> <li>• Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</li> <li>• Be increasingly able to talk about and manage their emotions.</li> <li>• Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</li> <li>• Develop friendships with other children.</li> <li>• Safely explore emotions beyond their normal range through play and stories.</li> <li>• Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</li> <li>• Learn to use the toilet with help, and then independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Show more confidence in new social situations.</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Do not always need an adult to remind them of a rule.</li> <li>• Develop appropriate ways of being assertive.</li> <li>• Talk with others to solve conflicts.</li> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>• Begin to understand how others might be feeling.</li> </ul>	<p><b>Play with at least one or more children, extending and elaborating their ideas.</b></p> <p><b>Follow rules and understand why they are important.</b></p> <p><b>Talk about their feelings using words like: happy, sad, angry and worried.</b></p> <p><b>Share and take turns in a group.</b></p> <p><b>Meet their own care needs such as: brushing teeth, going to the toilet, feeding themselves and washing their hands.</b></p> <p><b>Know and understand the importance of healthy life choices such as exercise, eating healthy foods, personal hygiene, teeth brushing etc...</b></p>

**Prime Areas**

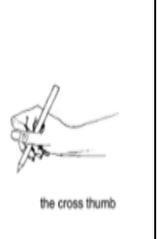
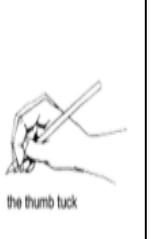
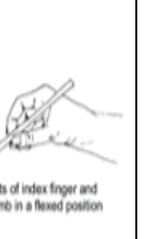
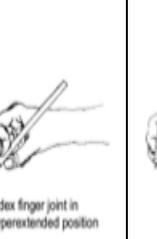
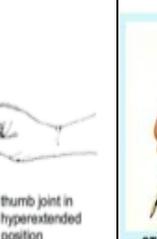
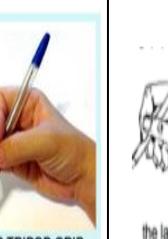
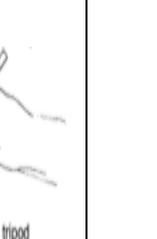
	<b>For some children in Nursery (2-3 year olds) and the very youngest of 3 year olds, will be learning to...</b>	<b>Throughout the year children in Nursery (3-4 year olds) will be learning to...</b>	<b>Children who are ready for reception will be able to:</b>
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>• Generally focus on an activity of their own choice and find it difficult to be directed by an adult.</li> <li>• Listen to other people's talk with interest, but can easily be distracted by other things.</li> <li>• Make themselves understood, and can become frustrated when they cannot.</li> <li>• Start to say how they are feeling, using words as well as actions.</li> <li>• Start to develop conversation, often jumping from topic to topic.</li> <li>• Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.</li> <li>• Use the speech sounds p, b, m, w.</li> <li>• Pronounce:               <ul style="list-style-type: none"> <li>- /r/l/w/y - s/sh/ch/dz/j</li> <li>- /f/th - multi-syllabic words such as 'banana' and 'computer'</li> </ul> </li> <li>• Listen to simple stories and understand what is happening, with the help of the pictures.</li> <li>• Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'.</li> <li>• Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</li> <li>• Understand simple questions about 'who', 'what' and 'where' (but generally not 'why')</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens.</li> <li>• Can find it difficult to pay attention to more than one thing at a time.</li> <li>• Use a wider range of vocabulary.</li> <li>• Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</li> <li>• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>• Sing a large repertoire of songs.</li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>• Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</li> <li>• May have problems saying:               <ul style="list-style-type: none"> <li>- some sounds: r, j, th, ch, and sh</li> <li>- multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</li> </ul> </li> <li>• Use longer sentences of four to six words.</li> <li>• Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>• Can start a conversation with an adult or a friend and continue it for many turns.</li> <li>• Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> </ul>	<p><b>Understand questions or instructions that have two parts, such as "Get your coat and wait at the door."</b></p> <p><b>Talk about rhymes and books and tell a story.</b></p> <p><b>Use longer sentences of 4 -6 words.</b></p> <p><b>Use talk to organise their play and themselves: "Let's go on a bus, you sit there, I will be the driver."</b></p> <p><b>Listen attentively and respond to what they hear.</b></p>

**Prime Areas**

	<b>For some children in Nursery (2-3 year olds) and the very youngest of 3 year olds, will be learning to...</b>	<b>Throughout the year children in Nursery (3-4 year olds) will be learning to...</b>	<b>Children who are ready for reception will be able to:</b>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</li> <li>• Clap and stamp to music.</li> <li>• Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</li> <li>• Enjoy starting to kick, throw and catch balls.</li> <li>• Build independently with a range of appropriate resources.</li> <li>• Begin to walk independently – choosing appropriate props to support at first.</li> <li>• Walk, run, jump and climb – and start to use the stairs independently.</li> <li>• Spin, roll and independently use ropes and swings (for example, tyre swings).</li> <li>• Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</li> <li>• Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</li> <li>• Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</li> <li>• Start eating independently and learning how to use a knife and fork.</li> <li>• Develop manipulation and control.</li> <li>• Explore different materials and tools.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>• Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Start to eat independently and learning how to use a knife and fork.</li> <li>• Show a preference for a dominant hand.</li> <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Make healthy choices about food, drink, activity and tooth brushing.</li> </ul>	<p><b>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</b></p> <p><b>Use a comfortable grip with good control when using pens and pencils.</b></p> <p><b>Get dressed and undressed independently, for example putting on their own coat and shoes and doing up zips.</b></p>

### Fine Motor Skills Development

Children's fine motor skills will develop at varying ages and stages.  
Our Nursery ensures that there are sufficient opportunities and chances to develop fine motor skills, including the correct pencil grip through daily timetabled adult led activities and through the use of carefully selected resources that are available throughout the day in areas of provision.

FISTED GRIP	DIGITAL PRONATE GRIP	4 FINGER GRIP	HOOKED WRIST OR EXTENDED WRIST	CROSS THUMB	THUMB TUCK	JOINT OF INDEX FINGER AND THUMB IN A FLEXED POSITION	INDEX FINGER JOINT IN HYPER EXTENDED POSITION	THUMB IN HYPER EXTENDED POSITION	STATIC TRIPOD GRIP 3 FINGER GRASP ALL FINGERS MOVE AS ONE	LATERAL TRIPOD
1-2 YEARS	2-3 YEARS	3-4 YEARS	4-6 YEARS							
 <p><b>FISTED GRIP</b> 1-2 years old Children often hold their writing tool like a dagger, scribbling using their whole arm.</p>	 <p><b>DIGITAL PRONATE GRIP</b> 2-3 years old All fingers are holding the writing tool but the wrist is turned so that the palm is facing down towards the page. Movement now comes mostly from the elbow. Children should now be able to copy horizontal, vertical and circular lines.</p>	 <p><b>4 FINGER GRIP</b> 3-4 years old 4 fingers are held on the writing tool. Movement is mostly from the wrist and the hand and fingers move as one.</p>	 <p>extended wrist hooked wrist</p>	 <p>the cross thumb</p>	 <p>the thumb tuck</p>	 <p>joints of index finger and thumb in a flexed position</p>	 <p>index finger joint in hyperextended position</p>	 <p>thumb joint in hyperextended position</p>	 <p><b>STATIC TRIPOD GRIP</b> 4-6 years old This is a 3 finger grasp, where the thumb, index finger and middle finger work as one unit.</p>	 <p>the lateral tripod</p>
<p>Pencil is held in the palm. All fingers and thumb are used. Movement is from the shoulder; the arm and the hand move as a unit. Light scribbles are produced with this pencil grip.</p>	<p>All fingers are holding the pencil but the wrist is turned so that the palm is facing down towards the page. Movement comes mostly from the elbow and the shoulder is now stabilized. Horizontal lines, vertical lines and circular lines are able to be copied.</p>	<p>Fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger. Movement occurs from the wrist; the hand and fingers move as a whole unit. Zigzag lines, crossed lines and simple humans can be drawn with this grip.</p>	<p>A three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static quadropod grip has a fourth finger involved. Triangles, circles and squares can be copied with this grip.</p>							

Specific Areas			
	For some children in Nursery (2-3 year olds) and the very youngest of 3 year olds, will be learning to...	Throughout the year children in Nursery (3-4 year olds) will be learning to...	Children who are ready for reception will be able to:
Literacy	<ul style="list-style-type: none"> <li>• Enjoy songs and rhymes, tuning in and paying attention.</li> <li>• Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</li> <li>• Say some of the words in songs and rhymes.</li> <li>• Copy finger movements and other gestures.</li> <li>• Sing songs and say rhymes independently, for example, singing whilst playing.</li> <li>• Enjoy sharing books with an adult.</li> <li>• Pay attention and respond to the pictures or the words.</li> <li>• Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</li> <li>• Repeat words and phrases from familiar stories.</li> <li>• Ask questions about the book. Makes comments and shares their own ideas.</li> <li>• Develop play around favourite stories using props.</li> <li>• Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</li> <li>• Enjoy drawing freely.</li> <li>• Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</li> <li>• Make marks on their picture to stand for their name.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the five key concepts about print:               <ul style="list-style-type: none"> <li>- print has meaning - the names of the different parts of a book</li> <li>- print can have different purposes - page sequencing</li> <li>- we read English text from left to right and from top to bottom</li> </ul> </li> <li>• Develop their phonological awareness, so that they can:               <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound, such as money and mother</li> </ul> </li> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> <li>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately.</li> </ul>	<p><b>Orally blend and segment the phonemes in cvc words.</b></p> <p><b>Count or clap syllables in a word.</b></p> <p><b>Recognise words with the same initial sound, such as money and mother.</b></p> <p><b>Engage in extended conversations about stories, learning new vocabulary.</b></p> <p><b>Use print and letter knowledge in their early writing e.g. writing a pretend shopping list that starts at the top of the page.</b></p>

Specific Areas			
	For some children in Nursery (2-3 year olds) and the very youngest of 3 year olds, will be learning to...	Throughout the year children in Nursery (3-4 year olds) will be learning to...	Children who are ready for reception will be able to:
Mathematics	<ul style="list-style-type: none"> <li>• Combine objects like stacking blocks and cups. Put objects inside others and take them out again.</li> <li>• Take part in finger rhymes with numbers.</li> <li>• React to changes of amount in a group of up to three items.</li> <li>• Compare amounts, saying 'lots', 'more' or 'same'.</li> <li>• Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</li> <li>• Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</li> <li>• Climb and squeeze themselves into different types of spaces.</li> <li>• Build with a range of resources.</li> <li>• Complete inset puzzles.</li> <li>• Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</li> <li>• Notice patterns and arrange things in patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>• Recite numbers past 5.</li> <li>• Say one number for each item in order: 1,2,3,4,5.</li> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>• Show 'finger numbers' up to 5.</li> <li>• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>• Experiment with their own symbols and marks as well as numerals.</li> <li>• Solve real world mathematical problems with numbers up to 5.</li> <li>• Compare quantities using language: 'more than', 'fewer than'.</li> <li>• Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>• Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>• Make comparisons between objects relating to size, length, weight and capacity.</li> <li>• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> <li>• Combine shapes to make new ones – an arch, a bigger triangle etc.</li> <li>• Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</li> <li>• Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>• Notice and correct an error in a repeating pattern.</li> <li>• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>	<p><b>Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle).</b></p> <p><b>Solve real world mathematical problems with numbers up to 5.</b></p> <p><b>Make comparisons to objects relating to size, length, weight and capacity.</b></p>

Specific Areas			
Understanding the World	<b>For some children in Nursery (2-3 year olds) and the very youngest of 3 year olds, will be learning to...</b>	<b>Throughout the year children in Nursery (3-4 year olds) will be learning to...</b>	<b>Children who are ready for reception will be able to:</b>
	<ul style="list-style-type: none"> <li>Repeat actions that have an effect.</li> <li>Explore materials with different properties.</li> <li>Explore natural materials, indoors and outside.</li> <li>Explore and respond to different natural phenomena in their setting and on trips.</li> <li>Make connections between the features of their family and other families.</li> <li>Notice differences between people.</li> </ul>	<ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Explore collections of materials with similar and/or different properties.</li> <li>Talk about what they see, using a wide vocabulary.</li> <li>Begin to make sense of their own life-story and family's history.</li> <li>Show interest in different occupations.</li> <li>Explore how things work.</li> <li>Plant seeds and care for growing plants.</li> <li>Understand the key features of the life cycle of a plant and an animal.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Explore and talk about different forces they can feel.</li> <li>Talk about the differences between materials and changes they notice.</li> <li>Continue to develop positive attitudes about the differences between people.</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>	<p><b>Understand the need to respect and care for the natural environment and all living things.</b></p> <p><b>Know that there are different countries in the world.</b></p> <p><b>Talk about the differences that I have either experienced, or seen in books, photos or media.</b></p>

Specific Areas			
Expressive Art and Design	<b>For some children in Nursery (2-3 year olds) and the very youngest of 3 year olds, will be learning to...</b>	<b>Throughout the year children in Nursery (3-4 year olds) will be learning to...</b>	<b>Children who are ready for reception will be able to:</b>
	<ul style="list-style-type: none"> <li>Show attention to sounds and music.</li> <li>Respond emotionally and physically to music when it changes.</li> <li>Move and dance to music.</li> <li>Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</li> <li>Explore their voices and enjoy making sounds.</li> <li>Join in with songs and rhymes, making some sounds.</li> <li>Make rhythmical and repetitive sounds.</li> <li>Explore a range of sound-makers and instruments and play them in different ways.</li> <li>Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</li> <li>Start to make marks intentionally.</li> <li>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</li> <li>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li> <li>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</li> <li>Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</li> <li>Explore different materials, using all their senses to investigate them.</li> <li>Manipulate and play with different materials.</li> <li>Use their imagination as they consider what they can do with different materials.</li> <li>Make simple models which express their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> <li>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Join different materials and explore different textures.</li> <li>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>Use drawing to represent ideas like movement or loud noises.</li> <li>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> <li>Explore colour and colour-mixing.</li> <li>Listen with increased attention to sounds.</li> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> <li>Remember and sing entire songs.</li> <li>Sing the pitch of a tone sung by another person ('pitch match').</li> <li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>Create their own songs, or improvise a song around one they know.</li> <li>Play instruments with increasing control to express their feelings and ideas.</li> </ul>	<p><b>Explore different materials freely, in order to develop their ideas about how to use them and the different creations they can make.</b></p> <p><b>Know and sing a few nursery rhymes and/or songs off by heart.</b></p>